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CONTINUOUS PROGRESS. FINAL REPORT.

SEATTLE CITIZENS SCH. PROGRESS PLAN. COMM., WASH.

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THE SEATTLE SCHOOL PROGRESS PLANNING COMMITTEE REPORTS ITS FINDINGS OF A STUDY OF A LONG RANGE DESIGN FOR CONTINUOUS PROGRESS EDUCATION CENTERS FOR RACIALLY INTEGRATED PUBLIC SCHOOL STUDENTS. THE PLAN WOULD ESTABLISH NONGRADED CLASSES IN PRIMARY, INTERMEDIATE, SECONDARY, AND 2-YEAR COMMUNITY COLLEGE CENTERS WHICH WOULD ALLOW STUDENTS TO PROGRESS AT THEIR OWN RATE AND RECEIVE MAXIMUM INDIVIDUAL INSTRUCTION. ALONG WITH THE COMMITTEE'S GENERAL RECOMMENDATIONS, THE REPORT CONTAINS SUMMARIES OF STUDIES PREPARED BY SPECIAL COMMITTEES, EACH OF WHICH INVESTIGATED A PARTICULAR ASPECT OF THE PROPOSED PLAN--(1) THE NATURE OF CONTINUOUS PROGRESS EDUCATION AND NONGRADEDNESS, (2) STAFFING AND THE TEAM TEACHING TECHNIQUE, (3) THE EFFECT ON STUDENTS OF CONTINUOUS PROGRESS EDUCATION, RACIAL ISOLATION, AND THE PROPOSED LEARNING CENTER, (4) PARENTAL AND PUBLIC ATTITUDES TOWARDS THE PROPOSED CHANGES, (5) CURRICULUM AS IT RELATES TO CONTINUOUS PROGRESS AND TO A LEARNING CENTER, AND (6) EDUCATIONAL FACILITIES. (LB)

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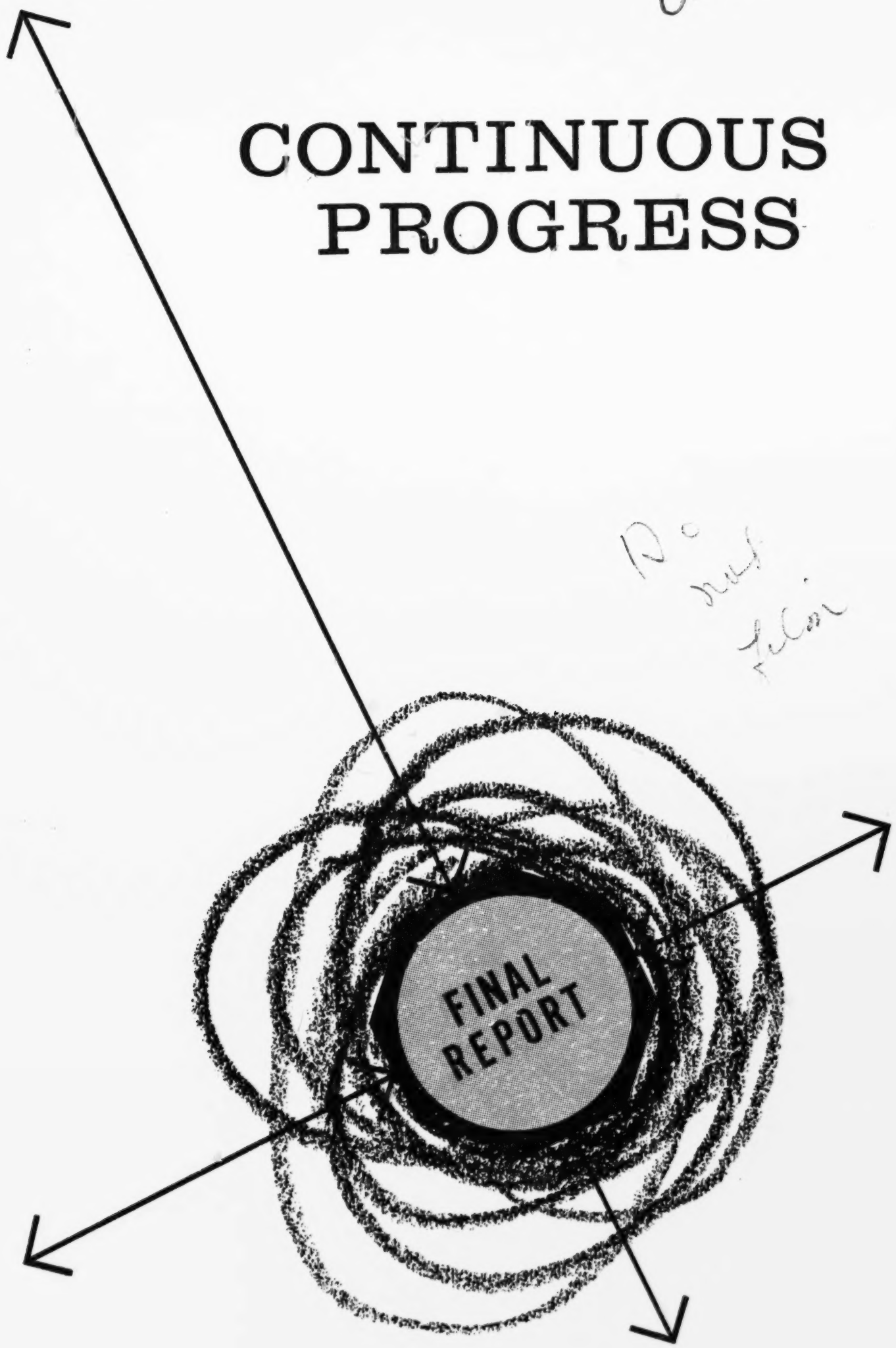
CONTINUOUS PROGRESS



Seattle Citizens School Progress
Planning Committee
Seattle, Washington

August 9, 1967

Dr. Robert A. Tidwell, President
Seattle School Board
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington

Dear Dr. Tidwell:

Enclosed is the report of the Seattle Citizens School Progress Planning Committee on the Continuous Progress Centers Concept, proposed by Dr. Forbes Bottomly and presented to the Committee for study by the Seattle School Board in August 1966. Your letter appointing the Committee asked us to accept, reject or modify the proposal. You will find we have done a little of each.

We attempted to seek out the key questions relative to Dr. Bottomly's proposal, to study them in depth and to develop satisfactory answers. There remain an almost limitless number of questions, some of which were considered and answered, but did not reach the pages of the report. We do not apologize for the limited scope of our report. It represents serious study, investigation, inquiry and observation on the part of many people, but a full answer or series of answers on school progress must remain the problem of full time educators over a span of years.

It is with full confidence that I speak for the Committee in saying - thank you - to the Seattle School Board for asking us to share in the consideration and further development of Dr. Bottomly's proposal. It has been a rare privilege with much interest, enjoyment and satisfaction in studying the problem and presenting our report.

We also thank you for the staff coordinators and secretaries, all of whom were of tremendous help in enabling us to use our time more efficiently.

Lastly, as chairman, I thank you for selecting such a fine group of people to serve on this Committee. Their interest, resourcefulness, dedication and integrity have been a real inspiration.

Our best wishes to you and your associates in your endeavor to bring to Seattle the best school system obtainable.

Sincerely,

Carl Dakan /s/

Chairman

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED017590

Continuous Progress

THE FINAL REPORT

UD 005 139

SUBMITTED TO THE

SEATTLE SCHOOL BOARD

BY THE SEATTLE CITIZENS

SCHOOL PROGRESS

PLANNING COMMITTEE

AUGUST 9, 1967

C O N T E N T S

Introduction

Statement by Dr. Forbes Bottomly, Superintendent of Schools

Recommendations

Summary Reports:

- Continuous Progress Study Committee
- Staff Study Committee
- Students Study Committee
- Parents and Public Study Committee
- Curriculum Study Committee
- Facilities Study Committee

Membership

INTRODUCTION

A Seattle Citizens School Building Committee was formed by the Seattle School Board on August 1, 1966, with Mr. Carl Dakan appointed as the chairman. This Committee-of-100, which became known officially as the Seattle Citizens School Progress Planning Committee, was charged with the responsibility to "critically analyze the Continuous Progress Center Concept" proposed by Dr. Forbes Bottomly, Superintendent of Seattle Public Schools, "in relation to the School District's long-range building program, and recommend to the Board, in light of curriculum, staff, transportation, and cost factors, whether the Concept should be adopted, modified, or rejected."

This administration proposal for public education in Seattle would "provide a vital and dynamic education in an urban environment . . . The elements of this plan are new basic curricula; revitalized teaching methods; continuous progress or nongradedness for learners; efficient staff utilization; efficient use of teaching materials, equipment, media, and libraries; realistic vocational and technical education. The plan also is based upon new knowledge about the characteristics of learners and some of the realities of metropolitan growth and change."

The proposed design is for primary centers for preschool children through grades 3 or 4 located in neighborhood schools; intermediate centers for children grade 4 through grade 7 located in centers serving the larger neighborhood or communities, with transportation being required for many students; secondary centers for students from grade 8 through grade 11 closely adjacent to a community college campus; and collegiate centers for students from grade 12 through two years of collegiate work. Considered to be a long-range plan of at least 20 years duration, the development of the Continuous Progress Center "should coincide with the orderly phasing out of older superannuated buildings and be geared to the growth, decline, or shift of population within the city. Limits should be placed upon the percentage of minority group enrollment in order to assure the vitality of the contributions of all cultures."

The full text of Dr. Bottomly's proposal, with a detailed statement of its purpose and elements, to which reference is made, follows this introduction.

On August 25, 1966 the first meeting of the committee was held. Members of the committee had been appointed by the Seattle School Board from a list of recommendations made to it by principals and staff. Of the original 114, 72 were men, 42 women; 78 of these had children in school. The committee was broadly representative of the community. Six members resided outside the Seattle Public Schools' service area but were employed or were professionally engaged in Seattle. There was good distribution by senior high school areas and by affiliation with professional organizations, service clubs, and community groups.

An organizational committee of eleven members met regularly during the first phase to plan the general meetings and the procedure for study. Procedural phases established were: (1) orientation, (2) study, (3) analysis and recommendations by study committees, and (4) final recommendations and report to the Seattle School Board by the committee of the whole.

During phase 1 the committee heard from staff of the Seattle Public Schools; Dr. Robert Seitzer, Superintendent of Schools, East Orange, New Jersey; Dr. Francis

Ianni, professor, Teachers College, Columbia University; and Dr. George Brain, Dean, College of Education, Washington State University. On November 28 a panel presented comments for and against ideas contained in the proposed plan.

Additional general meetings were held to receive the explanation of the written report entitled "New Beacon Learning Center: A Profile"; to receive a report from Mr. Wes Ruff, president, Seattle Teachers' Association on visits to Nova School, Fort Lauderdale, Florida, and other school districts planning or using innovations in education; and to hear from a panel composed of representatives of several Civil Rights organizations.

In December, 1966 a steering committee began weekly meetings, and in January, 1967 six study committees began to meet regularly to carry on phases 2 and 3 of the procedure. The committees are Continuous Progress, Staff, Students, Parents and Public, Curriculum, and Facilities. The steering committee was representative of the entire committee, being composed of the chairman and vice-chairman of each of the study committees in addition to the general chairman and a vice-chairman. Its responsibility was to designate, coordinate and review areas of study and recommendations.

The following goals for public education were used as anchor posts for study and final conclusions:

1. To make ample provision for the education of all children without distinction or preference on account of religion, race, color, caste, or sex.[1]

2. To provide the opportunity for intellectual development to enable the student to serve capably as a constructive, contributing individual to our democratic society throughout his lifetime.

3. Within the framework of intellectual development, to further the following objectives:

   a. To recognize the individuality and dignity of each student, and to provide him with encouragement and opportunity for self-fulfillment.

   b. To continue emphasis on learning basic skills of communication, viz., reading, writing and speaking.

   c. To develop and apply conceptual ideas leading toward inquiry by the students.

4. To share the following responsibilities with the community: development of moral and spiritual values, of high standards of citizenship, of a high sense of self-discipline, and of a desire to work within the legal framework of a democratic society.

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[1] Washington State Constitution, Article IX, Sec. 1. (The word "religion" excepted.)

A booklet entitled "New Beacon Learning Center: A Profile" was provided this committee as a basis to react to the continuous progress center concept proposed by the Seattle School District administrative staff. The booklet was prepared by Mr. Dale Goss, Director, Planning and Research Department, Seattle Public Schools. Each study committee was provided with a professional staff member to assist with research and a secretary to take minutes. Minutes have been kept of each meeting so that there is a complete record. As a matter of record, there were over seventy-five meetings of the study committees in addition to over twelve general meetings.

As the fourth and final phase, the committee of the whole reviewed and adopted a final report and made its recommendations. This was completed in a little less than a year from the start of the study.

This committee cannot ignore a situation requiring yearly approval of funds for maintenance and operation of our schools. The public must realize that, when 22½% of our annual operating income depends totally upon the outcome of an annual election, quality education can never be assured. Relief from this situation must come through action of the state legislature.

Following are the recommendations, the summary reports, the study committee reports in full, the proposal, the New Beacon Learning Center Profile, and resources and bibliographies.

The committee hopes that it has made a significant contribution toward improving the quality of education and providing for the intellectual development of all Seattle students in our rapidly changing society.

The Continuous Progress Center Concept, described herein, is one administrative proposal to improve individual instruction in Seattle Public Schools.

It is for discussion by the Seattle Citizens School Progress Planning Committee, by the school staff, and by the public in general.

The Concept is not involved in the $43 million bond issue on the September 20 ballot, except in the Beacon Hill Area, where the School Board may build a center if the Progress Planning Committee so recommends.

Forbes Bottomly
Superintendent
SEATTLE PUBLIC SCHOOLS

24 August 1966

SEATTLE PUBLIC SCHOOLS

THE CONTINUOUS PROGRESS CENTER CONCEPT

An Administration Proposal for Public Education in Seattle

The purpose of this plan is to provide a vital and dynamic education in an urban environment. It is based upon the traditional American belief that the best setting for public education is a cross section of American life with all of its diversities. Its promise is that, within this diversity, powerful, challenging, and qualitative learning can take place.

The elements of this plan are new basic curricula; revitalized teaching methods; continuous progress or nongradedness for learners; efficient staff utilization, efficient use of teaching materials, equipment, media, and libraries; realistic vocational and technical education. The plan also is based upon new knowledge about the characteristics of learners and some of the realities of metropolitan growth and change.

New Basic Curricula. In each of the major domains of learning, from primary through college, new curricula will be continuously developed. Created and tested by leading scholars and imaginative classroom teachers, these curricula are based upon the structure of significant knowledge, processes, and thinking skills in each domain of learning. They call for the involvement of students in the learning of basic knowledge through the "discovery method" of teaching and aim toward developing a spirit of enquiry.

Continuous Progress. New curricula lend themselves to nongraded progress for the learner. Achievement, performance, and mastery become the criteria of progress rather than what grade or how many years a student has spent in school. Time becomes a resource rather than a measure of learning. The continuous progress plan is individual-oriented rather than class-oriented and allows rapid learners to expand into a wide variety or depth of experience while the slow learners may master the basic material step by step.

The continuous progress plan is geared to handle efficiently the great human diversity which the city produces. It promises to tackle the dropout problem at its roots, while providing stimulating programs for the able.

Educational Efficiency. The quest for quality must now go hand in hand with improved use of talent, resources, equipment, and facilities. Talent to mount the modern programs is becoming scarcer as talent is sought for all business, industrial and governmental activities. This comes simultaneously with municipal tax pressures to support growing demands on all metropolitan services. This plan proposes team teaching, staff assignment based upon specialization, and the provision for subprofessionals to release teachers from nonprofessional duties. It promises better use of counseling, psychological, nursing, and administrative talent through more concentrated organization and systems planning.

While the new curricula require the best in talent, they also call for a variety of readily available teaching-learning materials, equipment, and books. This plan proposes concentrations of these into centralized instructional materials libraries. It also makes feasible the use of closed-circuit television and certain electronic teaching devices such as sound laboratories which are powerful learning tools, yet are too expensive to install in every small school.

The plan provides for better use of facilities. In specially designed facilities the grouping for team teaching and flexible scheduling may be done with a high degree of space utilization. It also proposes scheduled year-round use of facilities with a corresponding efficiency in the use of talent, equipment, and space.

The Characteristics of Learners. Benjamin Bloom's studies have shown the importance of the early years of learning. Approximately 50% of general achievement at grade 12 has been reached by grade 3. By that time patterns of learning have been set which will determine whether children are headed toward success or

toward failure or near failure throughout their school years. The best learning situation for little children will provide for a great deal of mutual reinforcement of the home and school and a powerful and consistent learning environment from preschool on through at least grade 3. This plan proposes such an environment.

It also takes into account the earlier physical and psychological maturity ages of both boys and girls. For example, during the last fifty years there has been a marked lowering of the average age of sexual maturity. Also, youth are more sophisticated in their knowledge about themselves and their environments than they were a few years ago. By age 13 the average youngsters are now reading books, newspapers, and magazines and are communicating freely. They have considerable self-direction, are left to care for themselves and others, often buy their own clothes and personal articles, and have reached a rather high level of social interaction in their involvement in difficult organized games and group activities.

At this stage they are ready for serious attention to their future. They should be preparing themselves for adult life through exploratory study, work, and realistic citizenship activities. Counseling and guidance are especially important during these years. In addition to basic education, general education in the vocations and technologies should begin for many at this age. This plan takes these changes into consideration.

The Megalopolitan View. It is estimated that by 1985 more persons will live in the great metropolitan areas than lived in the entire U. S. in 1960. The American will be an urban man. It is one of education's challenges to help develop citizens who can understand, control, and learn to navigate in all the sociological, economic, political, and technological complexities of the megalopolis while at the same time retaining their dignity as independent, creative

human beings.

Within recent years the throb of life in the cities has revolutionized social relationships. Freeways and arterials have carved through traditional neighborhoods. Shopping centers, high-rise apartments, retirement homes, and medical, educational, and cultural centers have affected old habits of living. As a result of mobility, communication, and associations, the network of kinship, friendship, and membership has spread throughout the metropolitan area for many persons. New problems resulting from concentrations of minority groups, poverty, and urban decay have arisen and need to be confronted and solved.

The American citizen of the future must be cosmopolitan in his outlook. The educational process of the urban youth should lead toward this outlook. It is the aim of the Continuous Progress Center Concept to have youngsters progress from the home to the immediate neighborhood, to a larger neighborhood community, on to a metropolitan or collegiate environment. With a curriculum based upon individual achievement, with the conscientious attention to the integrity of the home-school contacts, with the organization for small groupings throughout, this plan hopes to help develop the urban man who has retained and refined his dignity of individual spirit.

Here in Seattle the growth of the Negro population in the Central Area has heavily overcrowded some existing elementary schools. The solution has been to transport children to available classrooms elsewhere. But there are few available classrooms left.

Simultaneously, a number of older buildings have become obsolete. Some of these are of questionable safety. They should be replaced in an orderly way. The problem is: should these be replaced in a way which will perpetuate the problems of de facto segregation and will perpetuate the present inefficiency or resolved in terms of the above-described educational vitality? The continuous

progress plan proposes one answer.

THE CONTINUOUS PROGRESS DESIGN

I. Primary Continuous Progress Centers:

A. For preschool children through grades 3 or 4, depending on nongraded achievement.

B. Located in neighborhood schools within close walking distance from home. Facilities may be existing elementary schools or cottage schools established for this purpose.

C. Objectives: To provide first educational step away from home, to teach elementary skills of reading, writing, communicating, manipulating, and understanding; to begin modern curricula; to develop attitudes and values toward learning and good learning habits; to help children learn to navigate in a neighborhood setting; to strengthen home-school relations through pre-school parent education, parent conferences, and parent-teacher committees.

II. Intermediate Continuous Progress Centers:

A. For intermediate children grade 4 through grade 7 with progress depending upon achievement rather than automatic promotion and grade placement.

B. Located in centers serving larger neighborhood or communities. Transportation will be required for many students. From 2,500 to 6,000 students, depending upon conditions, may be assigned to each intermediate center.

C. Designed for school-within-a-school organization with "family" or classroom clusters to be developed to assure small group identity.

D. Teaching talent will be concentrated for efficient use of specialized know-how and resources.

E. Instructional materials, supplies, equipment, and books will be available from well-stocked centralized libraries.

F. Objectives: To provide modern, basic education for a wide variety of students from remedial through gifted; to build and refine thinking skills and develop attitude and values about learning; to help youngsters to learn to navigate, as individuals, amidst a variegated complex of humans; to develop stronger reinforcement of home-school interest through parent conferences, P.-T.A. advisory committees, and the community use of educational facilities.

III. Secondary and Collegiate Centers:

A. Secondary Centers

1. For students from grade 8 through grade 11 with progress dependent upon achievement.

2. Located in centers with enrollments up to 5,000 students--closely adjacent to a community college campus in order to use technical, vocational, and other high cost facilities jointly.

3. Provides concentration of teaching and specialized talent as well as teaching-learning resources.

4. Objectives: To prepare learners for adult citizenship through continued basic education; to provide realistic counseling and guidance; to provide vital general education in the technical and vocational domains; to help develop understanding, attitudes, and values which will permit them to navigate in a metropolitan environment.

B. Collegiate Centers

1. For students from grade 12 through two years of collegiate work.

2. Located on campuses with enrollments up to 5,000 students.

3. Provides specialized technical and vocational college work as well as occupational programs for adults (a technical institute, which is part of the comprehensive college, will have programs and facilities for general education in the technical and vocational areas from secondary studies through highly specialized and abstract studies for college students).

4. Provides advance placement for twelfth grade students.

5. Provides underdivisional college transfer work for university or college bound students or those desiring an Associate of Arts degree.

6. Objectives: To provide college and adult-level open-door education for Seattle citizens; to provide significant vocational training and specialized technical education which is geared to the realities of our times; to help young adults to learn to navigate as cosmopolitan citizens.

IMPLEMENTATION

This should be considered a long-range plan of at least 20 years duration. The development of continuous progress centers should coincide with the orderly phasing out of older superannuated buildings and be geared to the growth, decline, or shift of population within the city. Limits should be placed upon the percentage of minority group enrollment in order to assure the vitality of the contributions of all cultures. A tentative phasing might be as follows:

By 1970 - Develop one or more intermediate centers.
Develop several primary centers.

By 1975-80 - Develop two secondary centers adjacent to the north and south community college campuses.

Some arguments for:

1. Provides modern programs of study, adapted to the individual student.
2. Provides efficiency in the use of talent, resources, and facilities.
3. Takes into account the changing characteristics and needs of modern youth.
4. Takes into account the realities of megalopolitan growth.

Some arguments against:

1. Will require transportation for many students.
2. Enlarges the traditional neighborhood concept for intermediate students.
3. Groups learners into large centers with the possibility of having individual identity lost.

Forbes Bottomly
Superintendent

August 25, 1966
Replaces issue of July 8, 1966

SEATTLE CITIZENS SCHOOL PROGRESS PLANNING COMMITTEE

RECOMMENDATIONS

I. CONTINUOUS PROGRESS CONCEPT

As a result of its study, the Seattle Citizens School Progress Planning Committee has come to the conclusion that the concept of continuous progress offers an opportunity to significantly improve the quality of education available to every Seattle Public School student. And, the application of continuous progress is feasible in terms of students, parents and public, staff, curriculum and facilities.

Therefore, the Seattle Citizens School Progress Planning Committee recommends to the Seattle School Board the adoption of the concept of continuous progress, as defined in this report, throughout all levels in the Seattle School District as rapidly as possible.

II. TEAM TEACHING

As a result of its study, the Seattle Citizens School Progress Planning Committee has come to the conclusion that team teaching is an excellent technique which can be applied effectively.

Therefore, the Seattle Citizens School Progress Planning Committee recommends to the Seattle School Board that the concept of team teaching be extended throughout all appropriate levels in the Seattle School District as rapidly as possible.

III. THE LEARNING CENTER

As a result of its study, the Seattle Citizens School Progress Planning Committee has come to the conclusion that a learning center, designed to implement the continuous progress concept would increase the effectiveness of the concept.

Team teaching can be put to more effective use in such a learning center because of the larger number of students and larger facilities.

Improvement in the quality of educational opportunity available to Seattle Public School students, with resultant benefits to the community as a whole, will require increased operating costs. Learning centers appear to be an efficient means of achieving the necessary improvement in quality education. Costs of construction of learning centers will not be significantly different from the cost of conventional school buildings.

Therefore, the Seattle Citizens School Progress Planning Committee recommends to the Seattle School Board that a continuous progress learning center, located, designed and staffed to meet the objectives outlined in this report, should be developed as soon as feasible. If the Seattle School Board concludes that the first continuous progress learning center is successful, additional continuous progress learning centers should be developed as soon as possible.

The learning center should be built within the following guidelines:

1. Location - The southeast section of Seattle. The choice of the proposed Beacon Hill site should be reexamined in light of its topographical limitations, the availability of other land, improvement of racial balance, and possible locations of other centers.

2. Size - Approximately 3,000 students.

3. Age Levels - It would appear inappropriate to assign students to an intermediate learning center before they have reached age eight. As to the upper age level, the choice should depend in part on the District's long-range program for curriculum and grouping at primary and secondary levels. In this connection it is recommended that the School Board reconsider the educational effectiveness of the four year high school and the educational validity of continuing the use of junior high schools.

4. Design - The design of the new physical plant should be flexible so that in the event experience does not live up to expectations, the building can be adapted to other educational uses.

5. Students - The school within a school concept should be utilized to provide a secure environment for the students. The students should be selected so that this center will significantly improve racial balance in the area served but the percentage of non-white students will be not more than 50%.

6. Staff Costs - The ratio of staff to students should be closely examined to secure the substance of the educational benefits stated in this report but at the lowest possible cost.

IV. RACIAL ISOLATION

As a result of its study the Seattle Citizens School Progress Planning Committee has come to the conclusion that the reduction of the severe racial isolation which now exists in most Seattle schools is of vital importance at all grade levels for the general improvement of scholastic achievement of disadvantaged and minority students and for the development of mature social attitudes in all students.

A long-term solution to the quest for quality education in an integrated environment whose characteristics are controlled to develop greater achievement in all students can best be accomplished through the continuous progress learning center approach.

Therefore, the Seattle Citizens School Progress Planning Committee recommends to the Seattle School Board that continuous progress learning centers be developed as soon as feasible and that vigorous efforts be continued to extend integrated learning situations throughout the Seattle school system.

CONTINUOUS PROGRESS STUDY COMMITTEE

Summary Report

The continuous progress center proposal contains as elements continuous progress education and nongradedness for learners. The administration proposes the substitution of that philosophy of education in place of the current philosophy which groups students by age levels, advancing or retarding the student's advancement on an annual basis.

Continuous progress education is a philosophy of learning whereby the opportunity and encouragement is available for every individual to develop his own unique potentialities and achieve his fullest intellectual, emotional, and physical maturity. This philosophy is implemented through a plan which truly recognizes individual differences and deals with them by placing each child in an instructional group on the basis of individual diagnosis.

The concept represents a refined attempt to direct the educational process toward meeting individual differences. Those differences are:

1. Mental age, achievement levels, and learning rates.

2. IQ compared with achievement and motivation toward areas of the curriculum.

3. Outside influences, such as cultural background, parental pressures and peer group acceptance.

We have found that traditional graded systems attempt to cope with student differences by standardizing student progression through a classification of children into rigid grouping patterns. Children are inflexibly grouped by age (grades). Teachers are assigned to classes without analyzing the needs of the students within those classes. Pupil advancement is dependent upon attaining a certain proficiency in a given subject within a fixed period of time and, if failing to do so, repeating the grade or subject.

Some of the apparent results of this type of existing educational pattern are that the average student becomes the norm; below average students who do not measure up to the norm have a sense of failure that militates against learning; the above average students are not challenged sufficiently and fail to develop as fully as they might. Teachers find it difficult to develop and exploit their special skills and must remain a classroom general practitioner. Curriculum and scheduling assume a rigid pattern which emphasizes teaching the subject rather than the child.

The elementary educational pattern within the Seattle schools has served a useful purpose. However, with the advent of new knowledge concerning the role of student-teacher-parent in the educational process, it has become abundantly clear that considerable improvement can be obtained by redirection towards the individual needs, abilities and capabilities of the students. We believe that student differences must be cultivated as a strength and resource. The

philosophy designed to fully develop those differences lies within a concept called "continuous progress education."

We believe that the educational system must provide a curriculum structured to develop learning concepts. Within continuous progress, we believe that the arrangement of the body of courses should be structured from the simple to complex in a flexible manner. Each student can then draw upon past learning experiences to attain his greatest learning achievement commensurate with his capabilities.

The key to continuous progress in education flows from the structure of curriculum. The individual child should be the center of all curriculum planning. Because children differ, the curriculum must be flexible in order to give the teacher latitude in the selection of material appropriate for each learner. This represents a new approach to curriculum planning.

New curriculum design also emphasizes the methods for individualizing instruction, which methods can complement one another. However, it is possible to reorganize the school, adopt new materials and methods and not individualize instruction.

We agree that the following elements are essential for the development of continuous progress education and individualization of instruction:

1. Nongradedness - a design and setting whereby individual students can move through a vertical curriculum progressing continuously upward. Enclosing student progress by boundaries represented by age levels is unduly restrictive. Nongradedness does not refer to report card marks, but is an administrative technique which recognizes individual differences through one of many methods of grouping children. It must be emphasized that a nongraded educational facility does not necessarily include continuous progress education. Nongradedness relates to grouping practices as a method of implementing continuous progress.

2. Grouping students for learning - a technique to move individual students through a vertical curriculum. Considerations include size of group, type of student, subject matter, teacher personality, physical facilities and educational tools.

   Ways to group include (1) age level, (2) ability within the subject matter, (3) achievement, (4) interest, (5) work-study habit, (6) identity with teacher. It is important to avoid the assumption that there is a best method of grouping for every situation. It should be remembered that the student who excels in one subject may be grossly deficient in another. Further, grouping of a given number of students should not last a set length of time because abilities will vary throughout the year. In cases where continuous progress has failed, we think the most common reason is because the innovators did not appreciate the need for a structured curriculum and the availability and utilization of various grouping methods.

3. Flexible scheduling - designed and utilized to program the curriculum to the individual needs of the student. This will permit the student to spend lesser or greater amounts of time, as need be, on a given body of learning and permit him to vary his schedule from day-to-day and week-to-week to accommodate his individual abilities in relation to the subject matter. Such scheduling presents no unreasonably awkward or difficult administrative problems providing it is linked with other elements of continuous progress, including grouping, teacher training and evaluation. The rigid pattern of so many minutes per day for a given subject for so many days in a school year, with "passing" or "failing" at the end of the year, should be abandoned in favor of a flexible schedule.

4. Evaluation and counseling - concepts still relatively new to education. Evaluation is concerned with testing, measuring and appraising each child for the appropriate selection of curriculum. The evaluation should examine both the content of learning and the process by which the child obtains mastery of learning. In that way the effectiveness of the educational system can best be examined.

   Evaluation should measure (1) mental ability, (2) academic ability and achievements, (3) physical and mental health, (4) interest, (5) social ability, and (6) aptitudes.

   Although many schools combine several forms of reporting, current reporting procedures do not satisfactorily report the time progress of the student within continuous progress. The efforts to improve reporting procedures need to continue.

5. Teacher training and preparation - continuous progress education demands changes in teacher preparation. Learning and understanding the growth patterns of the students and the psychology of learning will be increasingly important factors in the teacher's education. The teacher must recognize individual differences in mental and emotional development requiring differentiated instruction, evaluation and reporting of student progress. The teacher, with the enthusiasm and ability to motivate the student, will still be the important influence in education.

6. School facilities - the major element of continuous progress organization of schooling is the principle of dealing with individual abilities and needs to the fullest extent possible. A corollary of this principle is that of individual self-instruction, individual research, and individual discovery at appropriate times. It is this aspect of the continuous progress approach to education that bears most strongly on the necessity for change in the plant and supporting facilities.

   The team teaching technique also gives rise to some major implications in building planning and equipment purchases. The plan for continuous progress schooling may involve the practice of large groupings of students meeting in large rooms for general lectures. The teaching schedule may then move into smaller, informal discussion groups. Present school rooms

do not lend themselves to either of these modes of instruction. Both larger and smaller rooms are indicated as being required. We have seen that there are schools in which this is accomplished through flexibility of arrangement within one large room.

It does seem clear that the implementation of a program based on continuous progress will depend rather heavily on school room design and upon the introduction of an imposing array of new devices and materials. It is through the use of those materials that the teaching staff is freed of the traditional chores of instruction to deal more fully and imaginatively with the individual demands of his or her pupils. This is not to say that the values of a continuous progress educational system cannot be utilized without the new type of facilities and equipment. Achievement, however, could be hampered in the absence of certain of these new facilities.

We believe that the evidence from the use of continuous progress is showing affirmative results. Essentially, what is involved appears to be an important improvement in education technique which we recognize as being experimented with in a very broad, varied way in the country and within our own school district. Therefore:

1. We conclude that the Seattle Public Schools should adopt the concept of continuous progress at all levels and move ahead to do so as soon as feasible. There is available evidence that a well-designed curriculum, coupled with knowledgeable teachers, and classrooms remodeled as may be required, together with boundary lines redrawn to take into account pupil variability, are the basic elements necessary to institute this concept within the present school system.

2. We do not believe that the construction of new educational centers is vital to the implementation of continuous progress education. (A minority of the study committee dissented from this conclusion. They believe this conclusion is subject to misinterpretation and that the contents of the report support the conclusion that the construction of educational centers would aid the implementation of continuous progress education.)

3. We agree that the learning centers are compatible with continuous progress education, providing that appropriately flexible grouping is present.

4. No proposal for major change such as that for educational centers should be adopted unless it appears that it will work a significant improvement in the opportunity for intellectual development of the public school pupil.

5. If it appeared that such centers, or an original center, would effectively reduce racial segregation, that factor would be a basic consideration favoring a decision for the establishment of such centers.

STAFF STUDY COMMITTEE

Summary Report

The purpose of the Staff Study Committee was to determine whether educational centers in the Seattle School District can be adequately and economically staffed. The question of whether team teaching shows promise as a teaching technique was also a part of the assignment.

The pupil-staff ratio is the most significant factor in the total operating cost, therefore, an increase or decrease in this ratio will markedly affect the cost. The committee calls attention to the fact that a study made by the school administration subsequent to the Beacon Learning Center Profile designates a lower pupil-staff ratio than was indicated in the Profile and than exists in the neighborhood schools it would supplant. This plan if adopted would significantly increase cost per pupil for staff.

1. Staff Size

   A. The New Beacon Learning Center study proposes a total instructional staff of 192 for 3000 pupils.

   B. The existing Beacon Hill School has a total instructional staff of 29 for 780 pupils.

   C. Should the existing Beacon Hill School be converted to a learning center comparable in organization to the Beacon Learning Center, as proposed, the total instructional staff would be 66 for 780 pupils. This is based on the assumption used in the study subsequent to the Beacon Hill Center Profile, that each one-year age bracket should have at least ten groups of students. In this instance seven age levels, 780 students or 110 per age, divided into ten learning groups, produces a class size of eleven. These groups could be reduced in number with great saving in cost and some sacrifice in education.

2. Pupil-Staff & Pupil-Teacher Ratios

   A. The cost study by the Seattle school administration was based upon a pupil-staff ratio of 15 to 1 for the New Beacon Learning Center. This staff would include many non-teachers. The proposed pupil-teacher ratio is 24 to 1.

   B. This compares with the pupil-staff ratio of 27 to 1 in the existing Beacon Hill School. This staff is mostly teachers so the pupil-teacher ratio would be only modestly higher.

   C. However, should the existing Beacon Hill Elementary School be converted to a learning Center, the pupil-staff ratio would be 11 to 1, with a corresponding student-teacher ratio of approximately 16 to 1.

3. Cost Per Pupil

   A. The study by the school administration estimates the staff cost in the New Beacon Learning Center would be $544.33 per pupil. The committee arrived at the $544.33 staff cost per pupil by dividing the total for instructional staff costs, $1,633,100, by the total number of pupils to be served - 3000. If all other costs, $816,550, were included, then the total cost would be $815 per pupil. All estimates of staff costs included a 5% "fringe benefit" cost.

   B. The present estimated staff cost averages $297.66 per pupil in neighborhood schools. When all costs are included, the average is $470 per pupil.

   C. Should the existing Beacon Hill Elementary School be converted to a learning center comparable in organization to the proposed Beacon Hill Learning Center the cost per pupil would be $700.26. If all other costs are included, the average cost is $1049 per pupil.

It is interesting to note that in other large school districts comparable to Seattle approximately 80% of the costs are staff costs. As far as per pupil costs are concerned a 1965-66 study pointed out that New York City spent $805 per pupil, Birmingham spent $257, Denver $590, Oakland $550, Portland $548, Los Angeles $502, San Francisco $668, and Seattle spent an average of $506.

Conclusions

The conclusions of the Staff Study Committee are as follows:

1. The quality teacher is the single most important factor in the education of a child.

   The members of this committee believe that team teaching as one technique of teaching provides an excellent means for the teacher to do the job for which he is best qualified and to spread the benefits to a larger number of students. They believe too that team teaching is an excellent technique to use so that students will benefit from the special experiences and skills of each teacher.

2. Staffing should not be a determining factor in the decision of whether or not to recommend a center since an educational center can be as readily staffed as neighborhood schools.

3. Both the neighborhood school and the center require teachers who are adequately prepared, so in-service education programs and university courses should be continually updated to prepare teachers for either system.

STUDENTS STUDY COMMITTEE

Summary Report

The Students Committee has addressed its attention to three major topics:

1. What is the effect of the continuous progress concept upon students?

2. What is the effect of a "learning center" upon students?

3. What is the extent of racial isolation in the Seattle Public Schools and what is its effect on students? Can a learning center assist in solving existing problems regarding racial isolation? If so, how?

The following is a summary of the committee's conclusions regarding these three topics:

1. What is the effect of the continuous progress concept upon students?

   The continuous progress concept, with its emphasis on individualization of instruction, appears to provide new and improved educational opportunities for students. The average student can learn at varying speeds as his growth proceeds. The slower student can proceed without feeling the pressure and frustration of competing with students who are able to learn at a much faster rate. The above-average student will have available greater possibilities for enrichment. Under the concept, each student should have a greater opportunity to develop his unique talents to their greatest potential.

   The flexibility of the concept can also offer improved quality of education for the student. The continuous progress concept requires teachers to evaluate more closely the needs of each student and to work more closely with other teachers. These changes are certain to benefit every student.

   The continuous progress concept also appears to have advantages over present traditional methods in motivating students. This occurs in part because each student has a greater opportunity to succeed at his own level and can build success upon success.

   The committee found that a variety of student-related problems can arise; such as excessive competition in high achievement groups, anxiety of students or parents resulting from a student being placed in an achievement group which is lower than they expected and dissatisfaction of teachers assigned to lower achievement groups. These possible problems relate only to one part of the continuous progress concept--achievement groupings--and do not appear to be significant in relation to the advantages which can be secured under the continuous progress concept.

   The committee observed that the present system of grade markings appears to be incompatible with the continuous progress concept. Achievement records used within the continuous progress concept must reflect both the quality and quantity of pupil progress. Any new marking system must be carefully explained to parents.

As a result of its study, the committee concluded that the continuous progress concept should be adopted throughout the Seattle Public Schools, at all grade levels as soon as possible, and that a program explaining the continuous progress concept to parents be instituted.

2. What is the effect of a "learning center" upon students?

In determining what effect a learning center, and specifically the Beacon Learning Center, would have upon the student, the committee concluded:

a. A secure environment can be provided for students within a learning center by the careful planning of groupings within the center.

b. The results of child development research and the opinions of some child psychiatrists and psychologists indicate that students appear to be prepared to make the transition from a neighborhood school to a relatively larger, distant and more varied school at approximately age 8.

c. The disadvantages of bussing students to a center are often exaggerated and can be offset by improvements in the educational system. The length of the ride for any one child, however, should be kept within a reasonable limit, such as 15 to 20 minutes each way.

d. Student interest and achievement are dependent more upon the subject matter being taught than class size, but these are not the only considerations.

e. The importance of the relationship between teachers and students requires careful study for effective pupil placement.

f. Discipline problems should decrease in a continuous progress learning center because of increased opportunities for, and emphasis on, staff attention to the individual needs of students.

g. A greater opportunity exists in a learning center to make friends from a more varied background within age ranges, thereby increasing the student's knowledge, interest and understanding of his fellow students.

h. Proper grouping within a learning center can lend itself well to student organizations and student government, which are important in developing leadership and democratic values.

i. Strong student guidance programs can and must be provided in a learning center.

j. Extra-curricular activities are an important part of a student's development. Sufficient opportunities can exist in a continuous progress learning center to permit and stimulate students to participate in extra-curricular activities.

The committee, after study, concluded that a properly designed and staffed learning center should be built in an appropriate location in the City of Seattle.

The committee also concluded that consideration should be given to including grade 8 in the center and to starting the center at grade 5. Re-examination of the entire junior high school - 3 year high school system was suggested.

3. What is the extent of racial isolation in the Seattle Public Schools and what is its effect on students? Can a learning center assist in solving existing problems regarding racial isolation? If so, how?

The committee found that racial isolation of all races, including Caucasian, is severe in most Seattle schools at the present time. Six elementary schools, as of December, 1966, had over 80% Negro enrollment. As of the same date, 63 of the 85 elementary schools and 13 of the 18 junior high schools had less than 10% Negro enrollment.

The following are some of the effects of the existing public school structure on students:

a. The scholastic achievement, self-image, and aspiration of Negro students suffer in schools with a majority Negro enrollment.

b. The development of positive social attitudes by Caucasian students is hindered by their attending essentially all-Caucasian schools.

c. The scholastic achievement, self-image, and aspirations of Negro students are likely to increase if they attend racially integrated schools where advantaged* students are in the majority.

d. The scholastic achievement of an advantaged* student will be little affected by his attending a school which contains disadvantaged* students as long as advantaged* students are in the majority.

e. The achievement of a disadvantaged* student, regardless of race, is likely to increase when he is put into a school with a majority of advantaged* children.

The committee concluded that racial isolation must be ended in the entire Seattle school system as quickly as possible. The continuous progress learning center

(*Note - The terms "advantaged" and "disadvantaged" relate to whether the student comes from a home which is strongly and effectively supportive of education. Obviously, "Negro" is not synonymous with "disadvantaged" nor is "white" or "Caucasian" synonymous with "advantaged.")

with its individualized approach and opportunity for a larger multi-racial makeup, offers Seattle perhaps a unique means of achieving quality education in an integrated setting.

If this goal is to be achieved, the following standards are necessary in a learning center:

a. No more than 50% non-white enrollment, and no more than 33% enrollment of any minority group.

b. Pupil assignment within a learning center must not only maintain good racial balance but must insure adequate contact between advantaged and disadvantaged students where not incompatible with the continuous progress concept.

c. Development within each student of the belief that his future can be controlled by his own efforts.

d. Curricular and learning materials which are meaningful to all students should be used.

e. Qualified teachers and administrators who are minority group members should be sought out and included in the staff of the learning center.

f. Programs in human relations should be part of the training of the learning center staff.

g. Parents' participation must be promoted, as their involvement in the center is important to the development of positive student attitudes toward learning.

h. A continuous review of the learning center structure and programs in order to insure maintenance of quality education in an integrated setting should be made.

The location of the first learning center and the schools chosen for inclusion in the center should be reexamined in light of: Current patterns of racial isolation in the total school system and patterns in the area in which the center is to be located; future population growth which will affect the center's racial balance; and possible locations for other centers.

Considering all material studied, including current efforts to reduce racial isolation and increase student achievement, the committee concluded that new and vigorous programs in addition to the proposed continuous progress learning center must be developed now. Furthermore, considering that the harmful effects of racial isolation are cumulative, there is urgent need for greater integration in both earlier and later years than those proposed in the Beacon Learning Center. The committee concluded that a limit should be set on enrollment in every public school in Seattle of no more than 50% non-white students and no more than 33% enrollment by any one minority group.

PARENTS AND PUBLIC STUDY COMMITTEE

Summary Report

The Parents and Public Study Committee has endeavored to examine the make-up of the parents and public, to itemize their concerns and questions, and to sense their response to a far-reaching change in the educational system in Seattle.

Parents who have school age children are, as a group, more interested in schools than are other citizens. Some are willing to pay up to the cost of private education for better public education while others remain uninterested. There are varying degrees of interest in between. Those who would leave the city if the schools are unprogressive are of material concern to the community. Another important group of parents would transfer children out of private and parochial schools to public schools if they were improved.

The "public" is designated as eligible voters not having children in school. This "public" includes people ardently for better education which may cost more and those violently opposed to higher educational costs.

The committee feels that the public will bear the increased cost of improved education. If all parents voted in school elections, their votes could pass a school levy. The public, if properly informed, will produce some votes to supplement parents' votes for bond and operating levies.

Cost is a major concern to both parents and public in relation to educational innovation. In general the course of analysis runs: what do we get? how much will it cost? can we get state or Federal funds to reduce local burden? The committee also thinks business, labor and school support could be organized in behalf of more practical education in vocational areas.

The committee believes that transportation will be a minor consideration. It could be mildly opposed because of costs, parental concern for children farther from home, traffic congestion if widely used, and racial integration. On the other hand, it could be used as a learning experience in behavioral, cultural, and historical enrichment.

The question of racial mix should be approached as a part of the larger question of the various strata of society getting to know members of other groups, as a part of social education. In time more Negroes will become involved with schools and lose their fear of schools and educational innovations, thus creating new support for educational progress.

The committee asserts that quality education is one of the most important factors in keeping an urban area from deterioration. From another view, good schools produce graduates with greater promise from an economic, civic, and political aspect.

Teacher-parent conferences to supplement descriptive reports of students progress would make parents more conscious of the need for quality education.

It was suggested that enhancing community services in relation to education could well be used to strengthen public support for school programs.

This committee believes that the quality of education is the uppermost concern of parents and public alike. It is confident that the continuous progress center concept is vital to quality education in the Seattle School District and believes that the Seattle School Board should proceed with the proposal. Parents and public will accept the concept if the intent of the following suggestions is implemented:

1. Clear enunciation of the educational objectives, pointing out why the present program and facilities fail to meet requirements of modern urban education.

2. Good public relations by full and periodic public reports of all educational plans and anticipated costs, keeping staff and administrative costs to a minimum, and taking full advantage of all financial resources.

3. Involvement of teachers, parents, and public.

4. Special effort should be made in the early school years to carry forward the educational gains of such programs as Head Start.

5. Direct approach to eliminating de facto segregation.

6. Make transportation a positive part of the educational program.

7. Year-round utilization of school facilities and resources.

8. Broaden teacher preparation programs in colleges and universities to meet needs of urban schools.

CURRICULUM STUDY COMMITTEE

Summary Report

This committee has considered curriculum as it relates to continuous progress and to a learning center.

Curriculum, broadly speaking, includes all the learning experiences which a school must offer to meet its responsibility of educating the youth of the community. More specifically, it includes an organized body of knowledge, arranged for systematic study, and must be responsive to the changing needs of the community.

All curriculum planning must take into account the essential values of society in contemporary urban life and both the general and more personalized objectives of a public school system. A full statement of these values and objectives is included in this committees' final report.

Changes in the present system must be in the direction of greater flexibility - arrangement of school facilities, schedules, staff, organization of instruction, and movement of students through appropriate levels of learning.

Curriculum reorganization requires continual evaluation of goals, curriculum content and staff. This process of constant change must be developed by the entire school community - administration, students, teachers, counselors, parents, School Board.

Students need opportunities to develop individual responsibility and the skills of independent study, and there should be opportunities for discussion, for writing, and doing. Removed from the rigidity of prescribed time units, curriculum can better meet the needs of the individual student by providing the basic content for all and depth content for persons of varying ability and interests. There must be greater recognition of the individual differences among students and a curriculum designed to protect one's right to be different, unified by a common fund of basic knowledge, values and skills. Active participation by the student, as opposed to a passive reception of an accumulation of facts in learning experiences, better promotes his maximum development as an individual.

Such new curricula require new methods of instruction as well as the following:

Small Classes - small group discussion

1. Provide better opportunities for teachers to evaluate their students and their techniques of teaching.
2. Students can learn to become better group members.
3. Students can discover and discuss the uses of the subject.

Independent Study Opportunities

1. Provides for individual interests and abilities.
2. Provides for study in depth.

3. Helps develop responsibility - learn by doing.

4. Produces greater creativity and sense of inquiry.

Large Classes - takes advantage of special teacher competencies

1. To introduce, explain, demonstrate and summarize.

2. Students learn to take notes, develop responsibility for planning.

Learning Resources Centers

1. Library - must be equipped with reference books, general reading room and conference rooms.

2. Student Labs - to be used for viewing and listening - all subjects.

3. Student study cubicles for private reading, writing, thinking.

Flexible Scheduling

1. Must be governed by the needs of the curriculum and the student.

2. Professional decisions should give some students more hours of group work and others more of independent study.

Better Methods of Evaluating the Student

1. Electronic devices for scoring, recording, and tabulating student characteristics can aid teachers in better evaluating students.

2. New curricula will require evaluation of student achievements in skills of independent study and problem-solving as well as subject matter; and in student competence in social relationships.

Implementation of Curriculum in the Continuous Progress Concept

1. Nongradedness - Curriculum would have to be rearranged and new standards of performance adopted. The time required to revise the curriculum depends upon the types of grouping of students, available curricula, and whether every curriculum requires rewriting to utilize the discovery method of learning and to reflect the structure of knowledge. In addition, there may be value in teachers developing their own curriculum rather than using that which others have developed.

2. New Curricula - Recently emphasis has been toward building curriculum in a sequential pattern to reflect the vertical structure of knowledge, and basic concepts rather than mastery of details. Emphasis is also being placed on use of the discovery (inquiry) method of learning.

Substantial parts of the present curriculum are already sequentially arranged, and sequential materials are available. The conceptual approach is in use in some subject areas, by some teachers. Scholars are not entirely in agreement as to the structure of their disciplines or to precisely which concepts should be emphasized, and some educators question the extent to which the discovery method can be utilized. When substantially new subject matter, methods, or materials are introduced, teachers may need in-service training. At present, workshops and in-service courses are offered but not required. Some of the "new curricula" consist mainly of new equipment or a different emphasis, as in the case of language labs and the aural-oral approach to the teaching of foreign language.

3. Individualized Instruction - Grouping under the continuous progress concept requires a variety of instructional materials. It is possible to adapt the same materials to varying levels. A greater knowledge of pupils by their teachers remains the most important factor in individualizing instruction.

4. Instructional Materials and Media - Educational technology is in the process of rapid change. There is a great deal of experimentation with the use of teaching machines, language laboratories, closed circuit T.V. and other technical teaching media. The cost of these is diminishing. There is, as yet, little data regarding the relation of output to cost or of the results in human terms for conventional as well as new materials and media.

Conclusions

As a result of its study, the entire committee concludes that from the standpoint of curriculum, the continuous progress concept is feasible and a desirable philosophy to be used in the Seattle schools.

A majority of the committee also concluded that learning centers are required to properly implement continuous progress. Improved quality implies individualization of the curriculum to fit the student's mental and emotional maturity. A learning center will provide flexibility of time and space. No curriculum can meet a variety of individual needs without this flexibility. They conclude that curriculum implementation requires individualized instruction, enlarged and flexible facilities, and full integration of pupils. These cannot be accomplished in existing facilities.

Learning centers will provide a larger school population to enlarge the capacity for necessary groupings by multiple criteria, to take advantage of a wide variety of curriculum resources. This larger school population will also provide a variety of contacts so essential for an exchange of ideas and in the development of understanding between all students.

Minority Report

A minority of the committee, although agreeing with the majority that from the standpoint of curriculum, the continuous progress concept is feasible and desirable, concluded that the concept could be implemented in either a center or existing schools. In terms of curriculum, they concluded, the center is not essential to the implementation of continuous progress. Nongradedness does not require a school as large as the proposed Beacon Learning Center. It is not particularly important to offer a wide variety of courses in grades 4 through 7 as curricular offerings in those grades are quite standard and comprehensive.

The minority also concluded that so far as new and expensive instructional materials and media are concerned, economy in use exists only to the point of full utilization. After that point is reached, a larger number of students simply requires duplication of material and media. So far as individualizing instruction is concerned, knowledge of the pupil by the teacher is the primary factor; centers will not affect this important consideration.

The continuous progress concept appears promising, but should be closely evaluated. There is actually very little objective evidence to indicate the effectiveness of the proposal. Since teachers are the most important factor in quality education and are directly affected by educational innovation, they should play a major planning role.

The minority also proposed alternatives to the center proposal. One is that the funds for the additional cost of operating the center be diverted for use for additional counseling in all existing secondary schools and, if possible, in existing elementary schools so that each student will receive more individualized assessment and guidance. This amount is estimated at $1,000,000.

FACILITIES STUDY COMMITTEE

Summary Report

Land

The studies indicate that approximately one acre per 100 students is required, regardless of the size of the school, in the size range of 500 to 3000 students. For a school of 3000 students there are locations in the city with land available at $3.50 per square foot. This comes to $1500 per student. It should be noted that land cost is a capital outlay.

Location

There are two aspects to location, the physical location of the school and the location of the districts which supply the students to the center. There are three purposes for a new facility for a learning center: (1) to provide an adequate facility for improved teaching methods, (2) to replace obsolete buildings, (3) to provide a large enough facility to permit improved racial balance. The proposed Beacon Learning Center draws its students largely from existing schools which should be replaced. However as proposed, it does not significantly improve the racial balance. This is particularly the case when the expected migration from the central area is considered. In order to improve the racial balance, the location should be at a place suitable for drawing Caucasian school students and minority group school students together. The originally proposed and alternate sites could provide significantly improved racial balance if there is a proper selection of schools from which the students could be drawn.

Buildings

It has been found that the building cost per student is relatively independent of the size of the school. In general, 100 square feet is allocated per student and recent cost experience indicates approximately $20 per square foot. This comes to $2000 per student, which if amortized over a 40-year period, comes to $50 per student per year. If planned for in advance, the building can accommodate the room size and equipment requirements of team teaching and continuous progress at about the same facility cost as our existing schools.

Equipment

There is quite a range of teaching machine and digital computer approaches to programmed education. These range from tape recorder slide projectors on up through digital computers with a cost range of $2000 to $13,000 per unit. It is not mandatory that these computers be located within the teaching center. If not there would be additional cost for cabling and terminal equipment.

Transportation

Bussing could be provided to the proposed Beacon Learning Center for $102,400 per school year or at an average student cost of $34. This cost is based on a charter bus cost of $15 per hour with 80% of the students requiring bussing for a school year of 180 days with normal school hours. If the program qualifies for 90% state reimbursement, then the school district would be obligated for only $3.40 per

student per year. If bussing is provided to a learning center, it is believed the Seattle School District may be obligated to provide transportation for those in the city who live beyond two miles from the school they attend.

Finance

There is adequate bonding capacity to finance the first learning center.

Conclusions

The land location and availability are not significant factors in contemplation of centers such as the proposed New Beacon Learning Center. The center must draw on predominately white schools to mix with central area schools to improve racial balance. The plan as proposed does not meet this requirement but a modification of this plan could. The building costs are virtually independent of size. The large center would achieve better utilization of the resource center and be capable of offering a wider variety of specialized classes. The study committee concluded that a learning center should be built, that the site be located in southeast Seattle, and that a proper selection of student sources be made to significantly improve racial balance.

Dissenting Report

There was a report from a member of the Facilities Study Committee suggesting that a consolidation of the junior and senior classes from Garfield, Lincoln, and Roosevelt in a new school would involve a more logical and acceptable age group in the center and would contribute more to the improvement of racial balance.

Report of the Facilities
Study Committee

		ALTERNATIVE 1		ALTERNATIVE 2	
		Continue present neighborhood school program in improved facilities		Neighborhood schools K-3, plus Beacon Learning Center, all in facilities designed for advanced techniques	
			Totals		Totals
No. of students in neighborhood schools with present teaching methods		K thru 6 5,512			
No. of students in neighborhood schools with advanced teaching methods				K thru 3 3,149	
No. of students in Beacon Learning Center				4 thru 7 3,000	
TOTAL STUDENTS			5,512		6,149
Neighborhood School Construction Program	NEW	7 buildings $5,600,000		7 buildings $3,495,000	
	REMODEL	2 buildings $ 550,000		2 buildings $ 450,000	
Beacon Learning Center Construction				$6,285,000	
TOTAL ESTIMATED CONSTRUCTION COSTS			$6,150,000		$10,280,000
Estimated Construction Cost per student per year (30 yr. amortization period)		$ 37.20		$ 53.00	
Estimated Operating Cost* per student per year (66-67)		$531.00			
TOTAL ESTIMATED COST PER STUDENT PER YEAR**			$568.20		

*Includes staff, instruction and maintenance costs
** Does not include transportation, land cost, or retirement of bonds

SEATTLE CITIZENS SCHOOL PROGRESS PLANNING COMMITTEE

Membership

Carl Dakan, General Chairman
Mrs. Jerome Freiberg, Assistant General Chairman
Gene Brandzel, Secretary

Steering Committee

Mrs. Edmund H. Brand
Gene Brandzel
Mrs. Philip Ceis
Rev. Robert L. Conn
Mrs. W. O. Creighton
Carl Dakan
William E. Derry
Mrs. Jerome Freiberg
Paul W. Leonard
Elliot V. Mock
W. M. Totten
Eric Van
Mrs. Stanley Wilson
Clayton A. Yost

Dale Goss, Staff
Mrs. Maxine Klein, Staff
Mrs. Phyllis Skoog, Staff

Continuous Progress Study Committee

Eric Van, Chairman
Mrs. Philip Ceis, Asst. Chairman

Mrs. Carl R. F. Carlson
Mrs. Albert Cramer
Mrs. Joe Garbe
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Mrs. F. W. Knowles
Dr. Earl V. Miller
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Mrs. Ben Weeks

Elmo Little, Staff
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Clayton A. Yost, Asst. Chairman

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Students Study Committee

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Gene Brandzel, Asst. Chairman

Mrs. Robert Chinn
Mrs. Punchy Hamanishi
John P. Hennes
Mrs. Harry L. Hill
Mrs. Donald Lewis
Mrs. F. M. Mann
Mrs. Donal Sparkman
John M. Watson

Miss Louise Oien, Staff
Mrs. Maxine Klein, Staff

Members at Large

Dale Bolton
Mort Frayn

There were more initial appointments to the original committee, some of whom resigned and others who found later that they were unable to serve. Only those who attended more than two study committee meetings or one of the two final meetings are listed above in accordance with procedure agreed to by the Steering Committee.